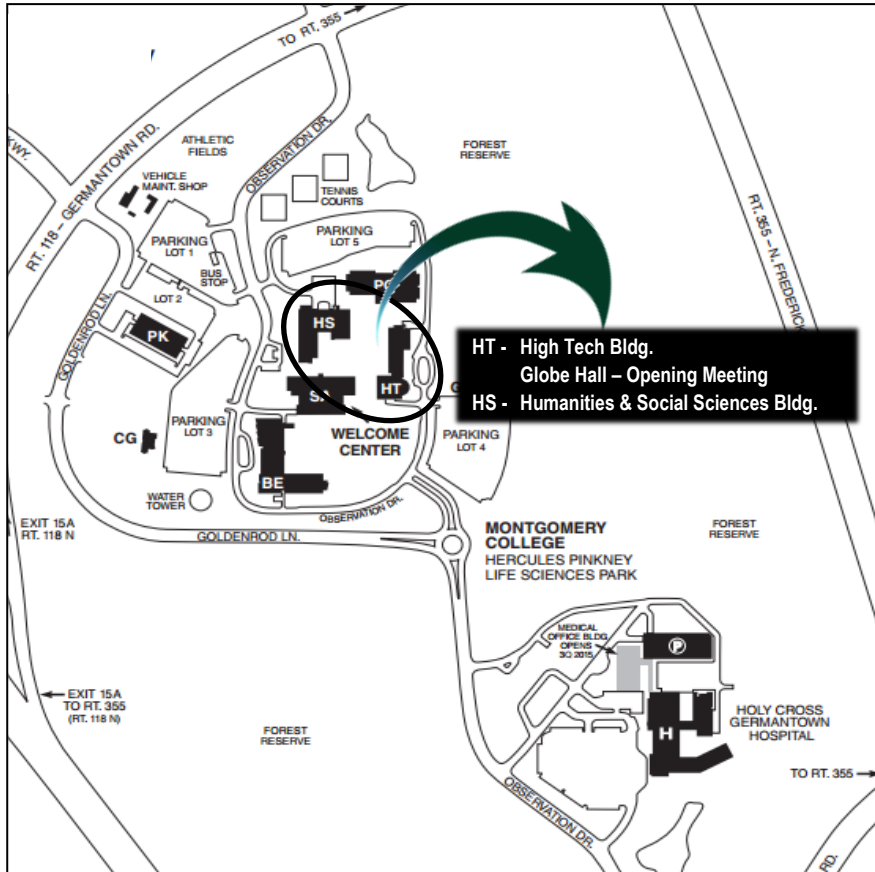


MONTGOMERY COLLEGE

Germantown Campus



Visit The HUB



for printable workshop materials and more!

<http://mcblogs.montgomerycollege.edu/thehub/workshop-material/>

06.29.2017

ELITE/MCIW

Professional Day Conference

Tuesday,

August 22, 2017

8:30 a.m. - 12:30 p.m.

Germantown Campus

Globe Hall



ELITE

E-LEARNING, INNOVATION, AND TEACHING EXCELLENCE

MONTGOMERY COLLEGE

INNOVATIONWORKS

*Featured Speaker***Dr. Sara Goldrick-Rab**

Sara Goldrick-Rab is Professor of Higher Education Policy & Sociology at Temple University, and founder of the Wisconsin HOPE Lab, the nation's only translational research laboratory seeking ways to make college more affordable. She is best known for her innovative research on food and housing insecurity in higher education, having led the two largest national studies on the subject, and for her work on making public higher education free. She is the recipient of the William T. Grant Foundation's Faculty Scholars Award and the American Educational Research Association's Early Career Award, and in 2016 POLITICO magazine named her one of the top 50 people shaping American politics. Her latest book, *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*, is an Amazon best-seller, and has been featured on The Daily Show with Trevor Noah, the New York Review of Books, and CSPAN's Book TV, among other venues. The Chronicle of Higher Education calls her "a defender of impoverished students and a scholar of their struggles," and she is ranked 10th in the nation among education scholars according to Education Week.

*Conference Sponsors***E-Learning, Innovation, and Teaching Excellence (ELITE)**

The E-Learning, Innovation, and Teaching Excellence (ELITE) team is committed to providing excellence and leadership to the diverse Montgomery College community in the areas of instructional professional development, learning technology support and college-wide academic initiatives. We hold ourselves accountable to seek and provide practical, innovative solutions to enhance the learning experience of faculty, staff and students.

Montgomery College Innovation Works (MCIW)

Montgomery College Innovation Works is an integrated Think and Do Tank, a center for supporting and nurturing mission-driven innovation. Montgomery College Innovation Works supports the direction of MC2020 by helping to create a culture that sees being innovative, agile and proactive as our charge and that understands that innovation often requires communication and collaboration that goes beyond department and discipline units.

Office of E-Learning, Innovation and Teaching Excellence (ELITE)**Vice-President***Dr. Michael Mills***Program Coordinator***Dr. Herbert (Buddy) Muse***Faculty Professional Development Manager***Dr. Caroline Toscano***Instructional Designers***Dr. Carolien Annink-Germantown**Ms. Gloria Barron-Collegewide**Mr. Tom Cantu-Germantown**Ms. Michele Knight-Rockville**Dr. Angela Lanier-Rockville**Dr. Carol Moore-Takoma Park/Silver Spring**Dr. Laurent Ndeze-Collegewide**Ms. Qing Yu (Alison)-Takoma Park/Silver Spring***Faculty Associates***Prof. Susan Blumen-Rockville**Prof. Bryant Davis-Germantown**Prof. Diego Hernandez-Takoma Park/Silver Spring**Dr. Geetha Kada-Takoma Park/Silver Spring**Dr. Vedham Karpakakunjaram-Rockville**Prof. Chanin Storm-Germantown***Technical Project and Planning Analyst***Ms. Robin Cook***Web & Multimedia Instructional Specialist***Mr. Nghi Nguyen***Administrative Aides***Ms. Sharmini Azeez**Ms. Jeana Beaulieu***Montgomery College Innovation Works (MCIW)***Dr. Tacy Holliday**Prof. Samantha Veneruso*

Using Easter Eggs to Increase Student Engagement with Academic Content

Antonio "Tango" Thomas

HT 246

Easter Eggs, a student engagement tool, involves the strategic and judicious use of seemingly random extra credit hidden throughout the academic content (assignments, course readings, discussion board, study guides, and tests) in Blackboard or other learning management system. In this workshop, faculty members will learn how to design and implement Easter Eggs to elicit higher levels of student engagement with academic material in their online and hybrid courses, in a manner that does not increase the workload of the faculty member.

Using Failure to Teach Success

Chanin Storm

HT 252

Many students are afraid to speak up in class or take a risk with a project because of feared failure. This is a mindset that is not productive and not conducive to student success. As educators, we need to not only teach our disciplines, but also teach that making mistakes is a necessary part of the learning process. For successful learning, making mistakes is not the end, but a step toward a better beginning. In this workshop, participants will deliberate how to include classroom activities that underscore the value of making mistakes, while learning new content and skills.

These one-hour breakout sessions are not designed to satisfy the multiculturalism/diversity training requirement of the College.

To request one of these sessions as a workshop on your campus, please contact a Faculty Associate or Instructional Designer listed in this Program.

Program

8:30 — 9:00 a.m.

Tea/Coffee service

Globe Hall Atrium

9:00 — 10:00 a.m.

Featured Speaker: Dr. Sara Goldrick-Rab

Globe Hall

10:15 — 11:15 a.m.

***Breakout Sessions I**

11:30 a.m. — 12:30 p.m.

Breakout Sessions II

****All Breakout Sessions I
will be repeated in Breakout Sessions II***

BREAKOUT SESSIONS

Advancing Student Learning: Getting Started with ePortfolios

Michael Farrell & Megan Howard

HT 122

ePortfolios offer students rich, deep learning opportunities, and provide faculty with a holistic view of students. ePortfolios, at the program level, advance cohesion and synthesis of learning across time and experiences. Are you Interested in using ePortfolios? Not sure how to start? Join us to find out about the General Studies ePortfolio pilot and how to get started with ePortfolio in your classroom.

Annotating in the Age of the Smartphone

Angie Lawver

HT 123

Students attention famously drifts during class, especially in the direction of their phones and tablets. It has made me rethink how to teach certain skills in my developmental reading classes. I will share how I revamped my annotation lesson, pinning all my hopes on an obscure poem and the likes of Pinterest, You Tube, and Wikipedia.

Design a Pop-Up Learning Community in One Hour

Marcia Bronstein & Leah Sneider

HT 304

Pop-up Learning Communities are courses that meet at the same time on the same days that engage in collaborative activities. Collaborative activities can occur once during the semester or as many times as the collaborating faculty decide; they can be virtual or face-to-face. In this workshop, participants will receive a packet of sample pop-up learning community activities and will practice planning a pop-up learning community session with a partner.

Go Interactive! With your Syllabus

Angela Lanier

HT 400

Transform your syllabus into an interactive tool and learning resource. This workshop will feature elements of an interactive syllabus that encourage students to: engage in the learning material, reflect on their progress and access resources to

institutional data and linguistically focused methodologies, participants will gain insights that will increase their knowledge and impact their teaching practices. Through innovative activities and exploratory exercises, participants will develop strategies that they can employ to increase student success in their respective courses.

Students' Mental Health Concerns and How to Respond

Stephanie Will

HS 217

A student comes to you with a concern: what do you do? This workshop will address basic information about mental health disorders, including dispelling some common myths. We will discuss what signs to look for, how to engage a student who seems to be struggling with a mental health disorder, and how to utilize Montgomery College resources to help the student be successful in your classroom.

Teaching with a Tough Empathy Pedagogy

Shinta Hernandez

HT 218

Tough empathy pedagogy is an educational practice that requires faculty to listen to students about their misunderstandings, fears, and hopes in order to give them the appropriate guidance and support for success. This practice has the potential to improve faculty-student engagement by increasing the quantity and quality of interactions with students. When executed correctly, empathic teaching can lead to empathic learning. In this workshop, participants will discuss the practice and hear the presenter's experiences with using it in her teaching.

Teaching with the Brain in Mind: Strategies for Helping Students Learn about How They Learn

Barbara (Dede) Marshall & Carol Moore

HT 244

Terms like "growth mindset," "resilience" and "metacognition" have become prominent in the discourse on student success. At the same time, emerging research in neuroscience is transforming our understanding of how we learn. What are the implications for the way we teach? How might we apply this new knowledge in our classrooms? Participants will consider these ideas and explore creative, evidence-based ways to support the success of all of our students.

Silent Disabilities: Oh, BUT You Look So Good!

Kathy Andrews-Williams

HS 209

In this workshop, participants will discuss how to provide an equitable learning environment for all students, including students with invisible disabilities. Participants will define disabilities, including invisible disabilities, explore topics of stigma and disclosure, and raise awareness through self-reflection. In an interactive format, participants will discuss meaningful possibilities for radical inclusivity of disabled persons at MC and beyond.

Snappy Strategies for Student Success

Sharon Anthony

HS 213

As educators, student success goes beyond DFW rates or number-crunching scorecards. It is both our mission and our passion, but at times, it may seem elusive. This presentation will explore a three-tiered approach to increasing student success: engaging students in the classroom and content material, promoting active learning opportunities, and assessing what students are learning. Moving from theory to practice, several examples of each of these approaches will be shared, and participants will stimulate their own creative thinking as they consider their own classrooms through these lenses.

Stolen Micro-interventions that Work!

Susan Blumen

HS 214

Tired of forgetting students' names, attendance-taking, students not reading the chapter before class, last-minute questions about assignments? In this workshop, three exciting student success strategies that work for the presenter are explained and visualized: Name Tents increase accountability (thanks to Stephanie Talbot and the Math Depts.), the GroupMe app increases communication and clarity (thanks to my management students) and SQ3R increases textbook reading (thanks to Richard Lenet and a reading instructor's workshop).

Strategies for Teaching Linguistically Diverse Students

Henry N. Caballero

HS 215

This interactive workshop equips faculty with pedagogical skills needed to effectively teach the linguistically diverse students at Montgomery College. Using

support their learning. Participants will take part in a gallery walk to explore samples of interactive elements, then design an interactive syllabus page.

How Trauma Impacts the Brain, Behavior and Learning

M.A. (Aggie) Harrell & Maureen Edwards

HS 169

Faculty are well adept at providing assistance to students who "just don't get" the material, but few realize how traumatic experiences such as the death of a family member, sexual assault and domestic violence affect the brain, how those effects impact learning, faculty responsibilities with respect to reporting, how to make a referral, and resources available to students. Participants will also discuss how some classroom material "triggers" brain responses and how to mitigate these responses. Participants will review various case studies. Co-sponsored by Counseling, Health Enhancement, Exercise Science and Physical Education, and Office of Compliance (Title IX).

Hunger, Food Insecurity, and Student Success: What We All Should Know and How We All Can Help

Genevieve Carminati, Sara Ducey, Kim McGettigan, & Noah Saposnik

HT 401

A recent national study on hunger and food insecurity at community colleges by the Wisconsin HOPE Lab, in collaboration with the Association of Community College Trustees (ACCT), found that at least 30% of students reported that they did not have enough eat. A sample survey at Montgomery College showed similar results for food insecurity in our students. In this presentation we will discuss the question: How can we expect academic success when many of our students are going hungry?

Infusing Basic Skills to Support Underprepared Students: A Roundtable Discussion

Jennifer Haydel & Kris Lui

HT 402

Have you been noticing that a large proportion of your students seem to be lacking in basic college-success skills, such as academic reading, listening for key points, following instructions, and note-taking? We have, and would like to explore and assess strategic interventions to help our students. Participants in this workshop will exchange challenges, opportunities, and strategic interventions. Participants

will also discuss the challenges of teaching and scaffolding basic skills while maintaining disciplinary rigor, staying within time limitations, and facing reluctant students. Please join us for a discussion to brainstorm strategies together to help our students succeed.

Implementing Active and Collaborative Learning Techniques

Sonja Fisher, Sara Kalifa, & Stacey Peterson

HT 403

Infusing teaching with active and collaborative learning techniques is essential in order to have students develop critical thinking skills. Active and collaborative learning techniques have also proven to lead to greater educational success for all, but especially underrepresented students. The presenters will discuss several collaborative and active learning techniques, in general, and they will describe how they implemented these techniques in their own classrooms.

Lifelong Learning and Professional Development with Lynda.com

Gloria Barron

HT 404

Enhance your personal growth and skills with Lynda.com online training videos. Lynda.com is an online learning service that provides accessible training to popular software, computer and mobile applications and business skills to achieve personal and professional goals. In this workshop, participants will discuss possibilities for the use of Lynda.com in the classroom.

Learning in the Open: Open Pedagogy and Practices

Samantha Veneruso & Emily Rosado

HT 406

Open Education is more than open educational resources (OER). In this session, participants will explore the possibilities of open pedagogy and practice. We will consider how open practices engage students and advance learning. Join us to explore open learning through practical examples and discussion.

Make YOUR Move: Promoting Student Success & Retention Through Mentoring

Benita Rashaw

HS 175

The MC Mentoring Network is a new opportunity to engage faculty and staff in student success by aiding in increasing retention, persistence, and completion for

our students. This workshop will be a one-hour orientation and training to learn more about mentoring through this network at MC.

Navigating the Challenges of Classroom Management

Geetha Kada & Matthew Decker

HS 171

This workshop will provide strategies for faculty members of any discipline to enhance their classroom management expertise. After reviewing the common challenges students experience in the classroom, the workshop facilitators will discuss recent research, and supervise a group activity intended to bolster any faculty member's response to the many challenges students may face in the classroom. Facilitators will also underscore the limitations of faculty members in their roles as educators and will refer them to the many resources designed to support students on campus.

Offering Choice: Engaging and Retaining Students

Virginia Streamer

HS 173

At the end of the semester, do you wish more students had remained in the class? Do you need a way to lessen the impact of a low grade on the average, a missing assignment? Would you like a way to give a C without the student thinking it is a failure, but part of reaching a goal? This workshop presents an innovative approach to giving students choices about their own work load, allowing them to decide what they need or can get done to complete a course.

Peer2Peer to Leverage Relationships and Student Success

Marie Martin-Murphy

HS 177

College can be an exciting, but also an intimidating place, especially if a student is a first-generation college student, the child of immigrant parents, or a member of a minority community. Some may seek answers by asking professors in their classes or talking to college professional staff. However, many students find out information by asking friends, especially more experienced students. Come and learn about MC's Achieving the Promise – Peer2Peer Program, which offers peer education, peer mentoring and peer navigating to help these college students succeed academically and to maneuver through the challenges of attending college.